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ABSTRACT

This junior high teaching unit on careers in television is one in a series of career guidebooks developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. The unit follows a typical format that includes the rationale, goals, performance objectives, instructional strategy, evaluation, and suggested instructional materials (including books, films, and filmstrips). The remainder of the unit is comprised of instructional activities designed to acquaint students in drama and closed circuit television classes with production, technical, commercial, and career aspects of the television industry. The unit is one of six in the Communications and Media Occupations Career Cluster. (For those and junior high units in other career clusters, see CE 025 738-765.) (LRA)

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FOREWORD

Project CHOICE: Children Have Options in Career Education, is an Exemplary Project from the San Diego City School District, which has been adapted, with ESEA Title IV-C funding, for Kern County Schools.

Through Project CHOICE, units have been developed to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. All students, regardless of their post-high school plans, share an equal need for career awareness, decision making skills, and other elements of career education. This goal can be accomplished if all teachers and counselors "fit" the appropriate units where they best apply in the curriculum.

We are indebted to the San Diego City School District, and the Project CHOICE staff, for developing and field testing the original units.

For their excellent work in re-writing the units in order to adapt them for use in Kern County Schools, we wish to recognize:

Patricia Alexander
Kernville Union School District
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Sharon Shires
Rio Bravo - Greely Union School District
Cynthia Silliman
Richland School District

Janet S Wells

Janet Wells
Career Education Resource Teacher
Guidance Services

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A CAREER EDUCATION UNIT FOR JUNIOR HIGH SCHOOL

CAREERS IN TELEVISION

Communication and Media Occupations Career Cluster

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COMMUNICATIONS AND MEDIA OCCUPATIONS CAREER CLUSTER:

CAREERS IN TELEVISION

RATIONALE

Since television plays an enormous role in the lives of Americans as a source of entertainment, information, and attitude dissemination, and since most young people are avid consumers of television's products, this unit is designed to acquaint students in Drama and Closed Circuit Television classes with production, technical, commercial, and career aspects of the television industry. Students will become familiar with television terminology and gain understanding of the many career opportunities in this complex industry.

GOALS

Through this unit, the students will:

- -Become aware of career opportunities in the field of television.
- -Become aware of requirements to enter television as a career.
- -Become aware of the technical problems involved in television productions.
- -Gain an appreciation of advertising needs, services, and opportunities through the use of commercials.
- -Gain an appreciation of how the community depends on the services provided by the television industry.

PERFORMANCE OBJECTIVES

By the end of this unit, the students will be able to:

- -Identify six different occupations in the field of television and briefly describe the responsibilities and the skills necessary in order to perform each job.
- -List at least five jobs necessary to the functioning of a television station and be able to describe the requirements needed in order to enter the field.
- -Identify six technical areas involved in television production.
- -Name five services provided by a television station.

INSTRUCTIONAL STRATEGY

This curriculum unit has been designed for use by a class, small group, or individual student. So that the materials can be easily duplicated for individualized instruction, all learning activities are written for the student. Activities designated ALL are intended to provide factual information, those designated YOUR CHOICE have been included to provide experiential activities which draw upon this background. This technique also provides an opportunity to put decision-making skills into action in the classroom, a process important to career development.

EVALUATION

It is important to evaluate the effectiveness of this unit in terms of the learning that takes place as well as reactions of the learner. A sample inventory has been provided, which can serve to both introduce the unit and assess its effectiveness, or the teacher may wish to develop his/her own.

SUGGESTED INSTRUCTIONAL MATERIALS

Books:
- The Speech Arts, William H. Lamers
- Speak Up, Harlen M. Adams
- The Stage and the School, Katherine Ommanney

Films:
- T.V. News: Measure of the Medium
- Television in Your Community (1956, but describes specific job responsibilities)
- Making of a Live TV Show
- Television Serves Its Community
- Stalking the Wild Cranberry: The Making of a TV Commercial

Filmstrips:
- Fs Television Station and Its Services
- Fs Preparation of the Live Television Show

AVAILABLE IN INSTRUCTIONAL RESOURCES CENTER: OFFICE OF THE KERN COUNTY SUPERINTENDENT OF SCHOOLS
(Please preview first, to be certain of suitability for specific students and situations).

Films:
- MP 2427 Is A Career in Radio or Television For You?
- MP 1937 Animation Pie
- MP 1113 Animation Goes to School
- MP 1368 Phantasy
- MP 1360 Microphone Speaking
- MP 1397 Speech Skills - Using Your Voice Effectively

COMMUNITY RESOURCES

KBAK Channel 29 TV; David Moore; Operations Manager; 327-7955.

T.V. Production; Bakersfield Adult School: Roger Benischek; director; 324-9847.

KERN RADIO: Billy Manders; Disc Jockey; 832-1410.

KBCC: Bakersfield Community College; 395-4523.

KUZZ RADIO: Christy Allbright; Disc Jockey; 393-1500.

INSTRUCTIONAL ACTIVITIES

ALL:

1. PRETEST

Take written pretest OR participate in class discussion of items from the pretest (page 8) to discover the level of understanding which you bring to this unit.

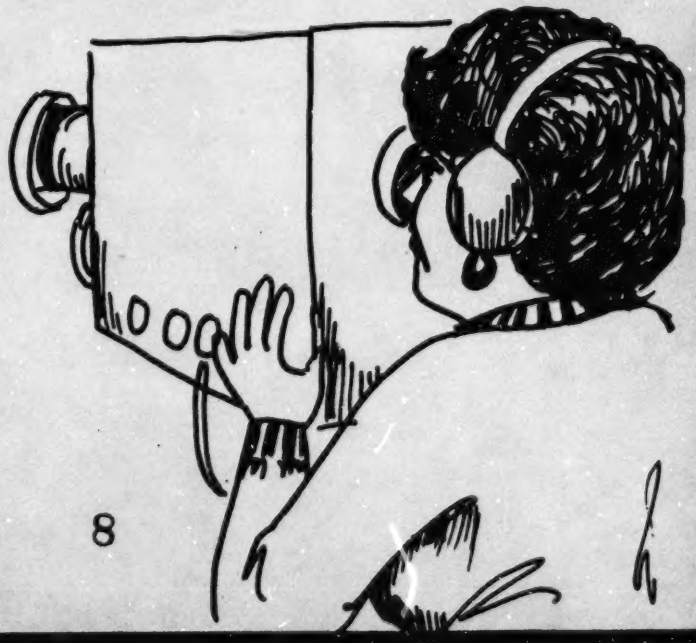
2. TECHNICALITIES AND TELEVISION

We can all name many people we see regularly on television: stars of comedies and dramas, singers, commentators, actors in commercials. They depend on many other workers to get their "image" out to the public. These unseen workers are involved in the technical aspects of television, and they hold fascinating and important jobs. To find out about these careers:

a. Read the materials on radio and television assigned by your teacher or those in your English textbook, AND/OR

b. Watch the film Television in Your Community or Making of a Live TV Commercial, the filmstrip Preparation of the Live Television Show, or other films or filmstrips selected by your teacher.

Use the worksheet "Technicalities and Television" to take notes on the responsibilities of each job listed.



WORKSHEET - TECHNICALITIES AND TELEVISION

Name _____ Date _____

Read the pages assigned. Describe, briefly, the job which each of these people is expected to perform:

1. Program Manager:

2. Producer-Director:

3. Announcer:

4. Production Manager:

5. Floor Manager:

6. Cameraman:

7. Producer:

8. Director:

9. Audio-engineer:

10. Electrical Staff:

3. DEVELOPING SKILLS FOR THE JOB

Working with a small group of other students or with your whole class, choose two job areas, from the worksheet list, which interest you. Try to divide the list so that all jobs are chosen. Then visit your school's library or career center to find out about the requirements for entering the job which you have chosen. What kind of training would you need? What skills would you be expected to have? Share your findings with members of your group or class.

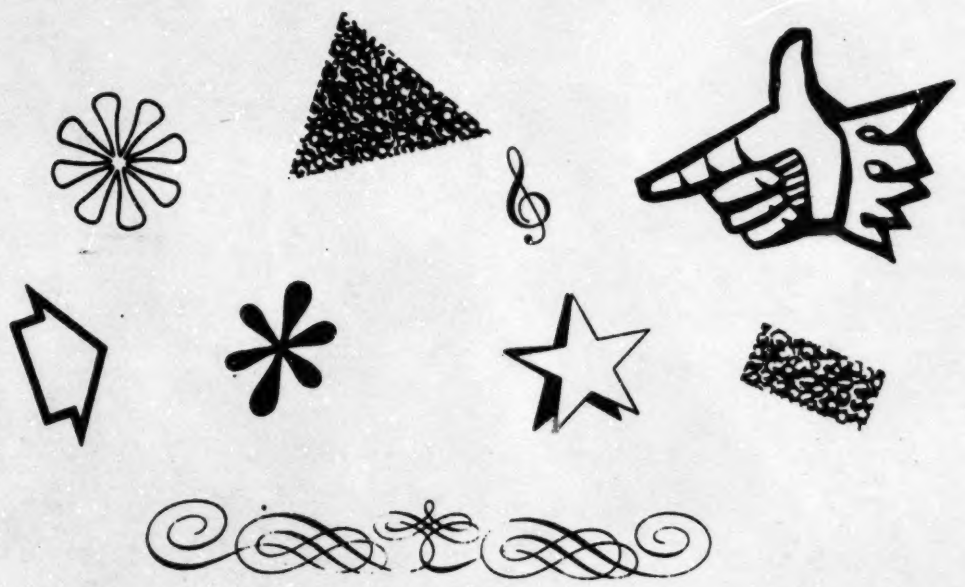
Use the Occupational Outlook Handbook, the SRA Work Kit or Occupational Exploration Kit, or other job information books or kits which may be in your school or public library.

YOUR CHOICE:

4. LOOKING CLOSELY AT COMMERCIALS

Typically, nearly seven minutes of a half-hour television show is taken up by commercials. They have an enormous effect on the buying habits of Americans of all ages. If possible, watch the film Stalking the Wild Cranberry: The Making of a TV Commercial. Look carefully at one commercial to see how its producers go about selling their product.

Use the "TV Commercial Evaluation Sheet" at home during an evening or weekend, and share your findings with members of your group or class
OR
Decide as a group to rate two or three of the same commercials. Compare your reactions to see how much you agree or disagree.



TV COMMERCIAL EVALUATION SHEET

Name _____ Date _____

As you watch the commercial consider these ideas.

1. Name of product advertised:

2. Day, time, channel, what program?

3. How does the commercial develop eye appeal?

4. What kind of background music is used? How does the music contribute to the mood?

5. Where is the setting for the commercial? Does the scenery contribute to the eye appeal?

6. Does the commercial have any negative effect on you?

7. To whom does this commercial seem designed to appeal?

8. Is sex appeal used to sell the product? Is a sterotyped gender role demonstrated in this commercial?

9. Do you or anyone else in your family buy this product?

5. WRITE AN ANTI-COMMERCIAL

Using what you have learned about commercials, write one which avoids some of the negative aspects of typical commercials. Choose one which:

a. Reverses gender-role sterotyping.

b. Stresses negative aspects of heavily advertised products (for example, cigarettes, junk food).

c. Points out the need for good health habits.

d. Is designed to help people save money.

e. Demonstrates your own reason for developing a "people's commercial."

6. NEWS SHOW

With a group of your classmates, present a 10-minute newscast. Divide responsibilities for the presentation so that you will cover various aspects of production: producer, director, "anchor person" (head commentator), reporter for national news, local news, sports, weather, commercials. If closed-circuit TV equipment is available to you, add technical responsibilities for your production. Time your newscast so that it lasts exactly ten minutes; present it to your class.

7. LETTER TO YOUR REPRESENTATIVE

Many people feel that junior high school students watch more TV than is good for them. Suppose that some well-meaning Member of Congress introduced a bill to shut down all television stations. How would you feel? Write a letter that you might send to your elected representative, explaining how television broadcasting serves your family and friends, and what the effects on the community would be if television broadcasting were discontinued.

What programs would you miss most? Why?
What programs would other members of your family miss most?

8. POST-TEST

Take the written post-test to discover how much you have learned during this unit about the world of television.

CAREERS IN TELEVISION

PRETEST AND POST-TEST

Use this informal inventory to determine class awareness of television and television-related careers:

1. The person responsible for scheduling all network and locally-produced programs and commercial messages is:

   a. program manager b. Producer-director c. announcer

2. The person serving as a foreman on the studio floor during the setting, rehearsal, presentation, and striking of the set for any program or commercial is:

   a. producer-director b. production manager c. floor manager

3. The staff operating and maintaining the electronic equipment is called?

   a. electrical staff b. engineering staff c. mechanical staff

4. The person responsible for artistry in picture composition is the:

   a. announcer b. cameraman c. producer

5. The handling of the large mobile boom microphones, and placement of most effective type of microphones is in the hands of the:

   a. cameraman b. director c. audio-engineer

6. The nerve center of the television studio is the control booth where we find:

   a. the director b. the announcer c. the cameraman

7. List ten career opportunities in the field of television:

   a. _____ f. _____

   b. _____ g. _____

   c. _____ h. _____

   d. _____ i. _____

   e. _____ j. _____

8. For at least five of the jobs listed, give the requirements for entering employment in the field.

9. Why are television commercials necessary to the:

   a. Advertiser?

   b. Television station?

   c. Public?

10. Describe six important technical problems involved in the production of a live television show.

11. How does your family take advantage of services offered by television?